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ABSTRACT

During the past decade, Connecticut has implemented major changes in the public education system. To assess these changes, Mazzone's revised arena model was used to analyze the state's educational policy development since 1980. The results of this research are reported here. The paper outlines the theoretical framework of the model and how it can be applied to school systems. The text then turns to the Connecticut experience, focusing on the political context in the 1980s and on the Commission on Equity and Excellence in Education. Educational policy initiatives are explored next, including certification requirements, salaries, teacher-preparation program approval standards, beginning educator support and training, professional development, and student assessments. The political context of the 1990s is then outlined, along with an analysis of statewide commissions and panels, such as the Commission on Educational Excellence for Connecticut, the Education Improvement Panel, the Teacher Preparation Program Advisory Committee, the Beginning Educator Support and Training Redesign program, and the Common Core of Learning program revision. Analysis suggests that a state does not have to give financial incentives to involve veteran teachers in the professional development of new teachers and that the application of new standards to the induction of beginning teachers did not threaten veteran teachers. (RJM)

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The Development of Educational Policy in Connecticut

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The Development of Educational Policy in Connecticut

This paper uses Mazzoni's revised arena model to analyze educational policy development in Connecticut since 1980. Connecticut's educational continuum has affected preservice programs, beginning and veteran teachers, and students. The continuum emerged from a 1986 state commission which was created in response to pressure for educational reform and available state revenues. Subsequent policy refinements have occurred at the subsystem arena level.

During the past decade, Connecticut implemented major changes in the public education system, through the enactment of statutes and regulations driven by policy initiatives grounded in rigorous research. Within this time period, the standards for approving teacher preparation programs were strengthened; life time certification was abolished; beginning teachers had to demonstrate teaching competencies to maintain their certification; veteran teachers were trained in state sponsored sessions as mentors and assessors for beginning teachers, and cooperating teachers for student teachers; educators' salaries were increased to the highest levels in the country; state money was provided for professional development; student mastery tests were implemented for grades 4, 6, 8, and 10, and data were reported by school and district on an annual basis. These significant and dramatic changes were implemented in a state in which local control is a strong part of the cultural ethos.

Connecticut does not approve state text books, does not mandate a state curriculum, does not accredit public schools, and has minimal requirements for home schooling. One of the critical components of Connecticut's success story, in the formulation of policy, statutes, regulations, and the development of program assessment, was involving critical stakeholders from the inception. There were additional factors which contributed to the state's ability to institute major reform in a comprehensive rather than piecemeal manner, such as a budget surplus and governors, commissioners and legislatures committed to high rigorous standards and accountability with the vision to provide the financial support to implement such significant change. This paper describes the development of educational policy initiatives, lessons learned from the process, and ways in which policy refinements are developed today.

Theoretical Framework

In the 1980s, many states developed new educational policy initiatives. These initiatives were in response to several national reports, and to the changes resulting from President Reagan's election. As Ernst (1990) notes, "...the early 1980s witnessed the Reagan philosophy of federalism in practice. States had to accept a greater share of health and human service financial responsibilities...Governors succeeded at raising taxes because they attached accountability measures and connected the importance of good schools with good jobs" (p. 51).

The arena model, developed by Mazzoni (1991), provides a framework which can help to explain the ways in which policy initiatives and refinements are developed and implemented. He defines an arena as "the political interactions characterizing particular decision sites through which power is exercised to initiate, formulate, and enact public policy"(p. 116).

Mazzoni identifies four arenas: subsystem, commission, leadership, and macro. The determination of the arena in which education policy initiatives will be developed is of critical importance, since it establishes the people, the resources, and the political interactions which will develop, support, and implement the policy. The subsystem arena is comprised of legislators and well-established educational leaders who work together, negotiate if conflicts arise, and quietly establish educational policy. The macro level, in contrast, is quite visible and involves more people with differing agendas, leading to "the evocative politics of the theater replacing the pragmatic politics of the meeting room"(Mazzoni, 1991, p.117). While the subsystem can operate for a long period of time, "the dynamics of the macro arena are impossible to sustain, they can for a time significantly alter, if not permanently transform - the processes and outcomes of policymaking" (Mazzoni, 1991, p. 118).

The commission arena "can do more than incrementally extend existing legislation. It can be an arena...where a new line of policy - one begun through other processes - is legitimated, consolidated, and significantly expanded in scope" (Mazzoni, 1991, p. 130). The leadership arena can create innovative policy if "its members who desire policy innovation are unified, committed, and active and on whether the visibility of the proposed reform remains low and there is little counterpressure from interest groups or grassroots constituencies" (Mazzoni, 1991, p. 131).

Mazzoni describes forces which can cause a shift from the subsystem to the macro, commission, and leadership arenas. Such forces include: public opinion, the media, strong individual advocates, increases in available resources, and proactive leadership (Mazzoni, 1991, p. 118).

Connecticut educational policy develops in many arenas. The commission and leadership arenas interact as political and educational leaders in the state not only directly appoint members to commissions, but also often participate themselves as members of commissions. Commissions have been charged with developing policy in specific areas, and with helping to refine policy proposals. In addition to commissions, at the subsystem level, smaller and less visible advisory committees are used regularly by the State Department of Education, to help Department leaders develop and refine policy initiatives. In some cases advisory committees are convened for a short time and for a specific purpose. In other cases, advisory committees with rotating membership work with the Department for several years. It is usual for public school district personnel, teacher preparation program deans or directors, and representatives from the Connecticut Education Association and the Connecticut Federation of Educational and Professional

Employees to participate on advisory committees, commissions, and on focused advisory committees.

Background

Our experience in the development and implementation of educational policy is extensive and provides us with all necessary data including monographs and commission reports, interview results, and experience working directly with commissions and advisory committees. This paper describes the results of a successful commission in the 1980s, the Governor's Commission on Equity and Excellence in Education. It also identifies two commissions in the 1990s which have had limited results. Finally, we describe policy work done at the subsystem level to continue the work of the 1980s.

The Connecticut Experience

The Political Context: CT in the 1980s

From 1980 - 1991, William O'Neill (Democrat) served as Connecticut's governor. The governor appoints a seven person state Board of Education which in turn appoints a Commissioner of Education. Mark Shedd (1974-1983) and Gerald Tirozzi (1983-1991) advocated educational reform and developed the blueprint for Connecticut's Enhancement Act. The Enhancement Act was grounded in the premise that rigorous performance standards for preservice and beginning teachers, and PK-12 students, accompanied with support for ongoing professional development and mentoring would "enhance" the quality of Connecticut education.

A strong economy producing a budget surplus, two enlightened Commissioners, a supportive governor and legislature, contributed to the shift from subsystem arena to commission arena. The results were educational initiatives with a strong focus on issues of educational equity.

Connecticut Commissions

Commission on Equity and Excellence in Education

The work of the Commission on Equity and Excellence in Education (CEEE), led to the passage of the Connecticut Enhancement Act in June 1986. This act raised teacher salaries; required teacher assessments prior to certification; established an induction assessment and support program for beginning teachers, and changed the certification system so that continuing professional development was required for the renewal of professional five year certificates. Darling-Hammond and Berry (1988) note that in Connecticut there was a vision of teachers as "skilled professionals who apply specialized knowledge to meet the unique needs of each student"(p. xi). All of these initiatives were interrelated: increased salaries were balanced with changes in teacher certification requirements, and clearer expectations for students.

Common Core of Learning

Connecticut's Common Core of Learning (CCL), published in January 1987, was developed by a 19 member committee cochaired by John T. Casteen III, President, the University of Connecticut, and Badi G. Foster, President, The Aetna Institute for Corporate Education. This committee was appointed by Commissioner Tirozzi in March 1986, in response to recommendations made in 1984 and 1985 by two statewide committees, that the State Board articulate what high school graduates should know and be able to do. The CCL "details what school graduates ought to know and know how to do...We believe there is a common set of skills, knowledge and attitudes essential to the total development of all Connecticut students. These learnings have intrinsic value, independent of a student's background..." The CCL was used by school districts as an overarching framework for curriculum development.

Educational Policy Initiatives

Certification Requirements

Prior to 1986 there were two levels of teacher certification: provisional and standard. A provisional certification was issued for ten years. Following three years of successful teaching and the completion of 30 credits beyond the bachelor's degree, a teacher received a standard certification, which did not have to be renewed. In 1989 a three tier certification system was implemented: initial, provisional, and professional educator certificates. Based on recommendations which were adopted by the Board in 1982, prospective teachers were required, effective July 1, 1986, to achieve a passing score on an essential skills examination, and on December 1, 1986, to successfully complete a content knowledge test. The new certification system was developed in coordination with the Beginning Educator Support and Training (BEST) program, and in conjunction with the requirement that educators complete continuing education units (CEUs). To move from the initial to provisional educator certificate, the teacher must successfully complete the BEST program. To move from the provisional to the professional educator certificate, the teacher must complete 30 credits beyond the bachelor's degree and 30 months of successful teaching experience. To maintain the professional educator certificate, the teacher must complete nine CEUs every five years. These certification changes were among the few mandates in the Enhancement Act and, in effect, mandated on-going professional development for beginning and experienced teachers.

Salaries

Teachers' salaries in Connecticut were raised with the infusion of \$300 million in three years. The state surplus funds were targeted to the poorest Connecticut communities so that there would be a minimum salary of \$20,000 throughout the state for beginning teachers. As a result, by 1990, Connecticut had moved from 19 in the country, to 3rd in average teacher salaries. At the present time, Connecticut salaries, adjusted for cost of living, are the second highest in the nation after Alaska.

Preservice

Teacher preparation program approval standards

Fourteen colleges and universities prepare Connecticut educators in early childhood, elementary, middle or secondary grades, and for special services or administrative positions. In 1991 teacher preparation program approval standards and procedures were adopted into regulation. The standards were grouped into the following seven categories: mission and purpose, curriculum, evaluation, students, faculty, administration, facilities and resources. These standards are still in effect and teacher preparation programs in Connecticut must meet them so that their graduates may apply to be licensed by the state as educators.

Once every five years a visiting team is convened for a three-day on-site visit to review the degree to which teacher preparation programs meet Connecticut's approval standards. Teams typically are comprised of faculty from colleges and universities, public school staff members, a certification consultant, and at least one member from out of state.

At the conclusion of the visit, the chairperson of the team submits an oral report of the findings to the institution and a written report to the State Department of Education. The written report is submitted to the Teacher Preparation Program Approval Review Committee, a 12-member committee appointed by the State Board of Education. After reviewing the visiting team's report, the institution's self-examination report, and interviewing the visiting team chairperson and the head of the teacher preparation program, the review committee makes a recommendation concerning approval of the programs to the Commissioner of Education. The Commissioner submits recommendations to the State Board of Education, and the Board makes the final determination on program approval and specifies the approval period.

The teacher preparation standards require that students have at least a B-minus undergraduate average before acceptance into a program, program graduates meet current certification regulations, and that programs provide students with an understanding of the Connecticut Teaching Competencies which were adopted by the Board in 1984. These 15 competencies, further described in 70 points, outline academic, pedagogic, and professional responsibilities. Teacher preparation programs were to provide instruction in all of the competencies, with the assumption that the first four would be completed at the end of formal coursework, the next four would be mastered at the end of student teaching, and the last seven would be demonstrated at the end of the induction period.

Induction

Beginning Educator Support and Training (BEST)

Connecticut Competency Instrument

A subsection of the Connecticut Teaching Competencies, those which could be observed most easily in the classroom, became the basis for state coordinated classroom

assessments for beginning teachers. The Connecticut Competency Instrument (CCI) was developed in 1985-86; a validation study was conducted in spring 1988; and the CCI was field tested in 1988-98. Since that time, beginning teachers have been assessed during their first year of teaching based on the CCI. The CCI assesses generic teaching competencies and applied to teachers in grades K - 12. The assessment of generic teaching competencies was based on the assumption that the successful demonstration of the competencies by the teacher, would lead to student learning. Although designed for first year teachers, not as a student teaching evaluation, the CCI became the standard which teacher preparation programs continue to use to evaluate student teachers.

Professional Development

Assessor, Mentor and Cooperating Teacher Training

State mandated training was provided to CCI assessors, to beginning teacher mentors, and to cooperating teachers working with student teachers. Through a district selection committee, each district chose the teachers who would participate in the state training. Assessors were school and district personnel, higher education faculty, and State Department of Education consultants, trained in viewing teaching “through the lens of the CCI.” The assessors were responsible for reviewing the beginning teachers’ written pre-assessment information which explained the lesson and provided background information on the class; scripting the lesson (approximately 45 minutes); analyzing and writing the assessment, and rating each indicator as “acceptable” or “unacceptable.”

A district mentor was assigned to each beginning teacher; whenever possible the mentor was in the same grade level or subject and in the same school as the beginning teacher. In addition to helping the beginning teacher become familiar with the school’s practices and routines, the mentor was available to provide support in developing lessons which would help the beginning teacher demonstrate mastery of the CCI.

Beginning teachers also participated in CCI clinics. Although the clinics were not mandatory, a significant percentage of beginning teachers attended. The clinics provided a foundation in the CCI and the assessment process, created a network for beginning teachers, and helped beginning teachers and mentors work together. All of the training was state designed and provided by state trainers. Upon completion of the assessor, mentor and cooperating teacher training, veteran teachers received CEUs which were required in the new certification design.

Training provided to assessors, mentors and cooperating teachers provided experienced teachers not only with skills to help beginning teachers, but also with new instructional skills which veteran teachers used to benefit their own students. Through the BEST program, a link was made from preservice programs (CTC), to beginning teachers (CCI), to veteran teachers (assessor and mentor training), ultimately improving the education for students within Connecticut’s public school classrooms.

Professional Development/Teacher Recognition

There were several ways in which professional development for veteran teachers was supported. The Institute for Teaching and Learning sponsored conferences as did the Connecticut Principals' Academy. Teacher recognition programs included the Celebration of Excellence, which recognized innovative curriculum projects, and the Connecticut Teacher of the Year program which recognized an outstanding teacher in each participating district and selected one teacher to represent the state in national competition. In addition, as described above, veteran teachers who were selected to be beginning teacher mentors or assessors, or to serve as cooperating teachers for student teachers, participated in innovative professional development.

Student Assessments

Connecticut Mastery Test/Connecticut Academic Performance Test

State developed student assessments take place in grades 4, 6, 8, and 10. Started in 1986 in grades 4, 6, and 8 the Connecticut Mastery Test (CMT) assess students in mathematics, and language arts (including degrees of reading power, reading comprehension, listening comprehension, and writing.) In grade 10, the Connecticut Academic Performance Test (CAPT) which started in 1996 assesses students in science, mathematics, and language arts (including response to literature, editing, and an interdisciplinary assignment.) Both the CMT and CAPT use constructed responses in addition to multiple choice responses, and include a writing requirement. These assessments are significant in many ways. Most obviously, they provide data for school and district administrators on student achievement. In addition, teachers redesign course curricula, the sequence of courses offered, instructional strategies, and alternative assessments, to align classroom instruction with the state assessments. The focused professional development which supports these changes has improved classroom instruction. Connecticut students are not only improving on the CMT and CAPT, but are also improving on the SAT and NAEP.

The Political Context: CT in the 1990s

A significant economic downturn effected the Connecticut economy in the early 1990s. Independent governor Lowell Weicker (1991-1995) worked with the legislature to enact the state's first income tax. The current governor, Republican John Rowland ran on a platform pledging to repeal or cut the income tax, and to reduce the size of state government. During this decade Acting Commissioner Campbell (1991-1992) and Commissioners Vincent Ferrandino (1992-1994) and Theodore Sergi (1994 to present) refined the initiatives started by the Enhancement Act while at the same time the state's financial support for education was reduced. Two state commissions were convened, one in response to pressure from the business community, and one in response to judicial action. As described below, neither commission established educational policy which was as far reaching as the policy developed by the Commission on Equity and Excellence in Education in the 1980s.

The Connecticut education environment is different in 1998 from that of the earlier years of this decade, due to a budget surplus, and gubernatorial elections scheduled for November 1998. An increase in available revenue at this time, combined with weak external pressure, resulted in increased funds for existing programs, rather than the development of major new initiatives.

Statewide Commissions and Panels

Commission on Educational Excellence for Connecticut

In partial response to national action from the Business Roundtable, in 1992 the Connecticut legislature created the Commission on Educational Excellence for Connecticut (CEEC). The 43 members of the commission were specified in the legislation; specific organizations and political leaders were identified and charged with nominating commission members. The legislation also designated the two chairpersons of the commission: the Commissioner of Education and a representative appointed by the governor from the Connecticut Business for Education Coalition.

The CEEC's charge was extremely broad. The Commission was to evaluate Connecticut's public education system with regard to seven areas: 1) assessment strategies and high standards for student and school performance; 2) availability and quality of school support services; 3) early childhood education; 4) decentralized decision-making and professional staff development; 5) opportunities for quality and integrated education; 6) availability and uses of technology to enhance student learning, teaching, and school administration; 7) such other issues as the Commission shall deem appropriate. In addition the Commission was to 1) identify barriers and other problems that are obstacles to all students achieving equal educational opportunity and high standards of performance; 2) review the adequacy, equity, effectiveness, and efficiency of state education funding; 3) develop a broad-based, collaborative plan of action to promote an outcome-based, world-class educational system that challenges, supports, provides resources for and prepares all students for the attainment of high standards of excellence, meaningful lives and participation in an internationally competitive workforce; and 4) study the feasibility of implementing a Connecticut examination for high school students similar to the N.Y. Regents' examination.

As required by the legislation, the CEEC's first meeting was on August 1, 1992. In order to manage a 43 member commission, and to investigate its many-faceted charge, seven workgroups were established: performance standards, school choice, teaching and learning, readiness, funding and resources, governance, and multiculturalism and diversity. The work groups met from the fall of 1992 until July 1, 1993 and presented reports with recommendations to the entire commission. From July 1, 1993 to January 1, 1994 the commission attempted to reach consensus on the 136 recommendations which the work groups identified. Public hearings were held during January, prior to the release of the final report which was presented to the governor, the state board of education and the education committee of the legislature on January 31, 1994.

The report was attacked by several different groups: the Connecticut Education Association (CEA), the Connecticut State Federation of Teachers (CSFT), and Citizens for Quality Education (CQE). While the CEA and CSFT were concerned that the report focused on teachers, rather than the entire public school system, and the supporting systems which are needed, the CQE organized in opposition to the use of "outcomes" for students because of its concern that the curriculum would be "dumbed down." This group, was similar to one in Pennsylvania which organized in opposition to outcomes based education. As a result of strong political opposition, the commission report did not lead to legislative action.

Education Improvement Panel

A major issue which has confronted public education in Connecticut since the early 1960s is the increasing diversity of the student population, especially in the state's major cities. The diversity of ethnic and racial groups, the increasing number of students from non-English speaking homes, and the effect of poverty on students' physical and emotional health created, according to Commissioner of Education Gerald Tirozzi, "two Connecticuts." On May 30, 1989, 17 plaintiffs from Hartford and West Hartford, 5 African-American, 6 Puerto Rican, and 6 Caucasian students filed suit in Connecticut court alleging that 1) de facto segregation is inherently unequal, 2) the state has failed to provide an equal educational opportunity, 3) students in Hartford do not receive even a minimally adequate education, and 4) failure to provide an equal educational opportunity violates the state constitution. The case was heard between December 1992 and February 1993. It was decided on April 12, 1995 for the defendants. The case was appealed, and the Connecticut Supreme Court, on July 9, 1996, overturned the decision and directed the Governor and legislature to develop strategies to reduce the racial isolation in Connecticut's schools.

In response to the Connecticut Supreme Court decision, on July 25, 1996, the Governor and the legislature created the Education Improvement Panel (EIP), 22 members representing various constituent groups, charged to "explore, identify and report on a broad range of options for reducing racial isolation in our state's public schools, improving teaching and learning, enhancing a sense of community and encouraging parental involvement." The panel's recommendations were submitted to the Governor and General Assembly by the end of January 1997.

In response to the recommendations of the EIP, the Connecticut legislature "approved a State takeover of Hartford schools, directed the state Department of Education to come up with a five-year plan to overcome racial isolation and inferior schools, provided millions of dollars for more preschool education, proposed an interdistrict school choice plan and provided more money for regional, integrated schools" (Green, 3/6/98). The plaintiff's attorneys did not believe that those responses adequately addressed the issues identified in the Connecticut Supreme Court decision and returned to court. A hearing in Connecticut Superior Court is scheduled for May 19, 1998, at which time the state will be required to prove it is acting to reduce racial segregation.

Connecticut Subsystem Arena Activity

Preservice

Teacher Preparation Program Advisory Committee

A state board appointed advisory committee provided recommendations to the commissioner in October 1995, on ways to strengthen the approval process of teacher preparation programs within the state. As a result of the committee's recommendations, Connecticut became a partnership state with NCATE in 1996. Revisions to the standards and procedures which govern program approval are being considered by the Connecticut legislature this spring.

Induction

Beginning Educator Support and Training Redesign

Recent efforts in Connecticut continue to improve the BEST program. In June 1993, the Beginning Educator Support and Training (BEST) Blue Ribbon Panel, an example of a focused Department of Education advisory committee, presented a report to the Department on ways to enhance the induction of beginning teachers. During the summer 1992 and continuing during the 1992-93 school year, the 27 member BEST Blue Ribbon Panel discussed the redesign of the BEST program. The original 1989 BEST design included assessing teaching competencies that were content specific, but work on the content specific assessments was delayed. The 1992-1993 panel discussions reviewed the strengths and weaknesses of the BEST program as implemented; current research on teacher decision-making and reflection; and new assessments which would be more content specific. The redesigned BEST program includes a longer induction period, continued district support provided by mentors, and continued state support through BEST clinics. The new BEST design continues to require a CCI assessment in the first year of teaching. It is significantly different, however, since during the second year of teaching, a teacher must complete a content specific portfolio which includes a unit of instruction, teacher reflection, and video tapes. This new BEST model was implemented beginning in 1996-1997 with a few content areas added each year, until program implementation is completed during the 1999-2000 school year.

As with the original BEST design, the redesigned BEST program has affects beyond beginning teachers. In order to provide their graduates with the foundation necessary for success with BEST portfolios, teacher preparation programs are increasingly requiring portfolios with reflective pieces and video tapes of classroom lessons. In addition, some veteran classroom teachers are participating in new mentor training; others are developing rubrics to be used in scoring the portfolios, and still others are scoring the portfolios. Throughout these content specific professional development experiences, veteran Connecticut teachers are refining their instructional strategies, developing new assessment techniques, and increasing their reflective skills.

Curriculum

Common Core of Learning Revision

In March 1998, the Connecticut State Board of Education adopted a revised Common Core of Learning which is organized into three categories: Foundational Skills and Competencies; Understanding and Applications: Discipline-Based and Interdisciplinary Skills; and Aspects of Character. This revision represents "Connecticut's statement of the standard of an educated citizen and the skills, knowledge and character that are expected of Connecticut's public secondary school graduates." In addition to the revised CCL, the Department's *The Connecticut Framework: K-12 Curricular Goals and Standards*, and the Guides to K-12 Program Development provide curriculum guidance to school districts. These Department guidelines, created at the subsystem arena level, reinforce the expectations for students as reflected in the CMT and CAPT. The guidelines will lead, as guidelines did in the 1980s, to increased professional development for teachers. In addition, teacher preparation programs will be expected to acquaint their students with the guidelines.

Advisory Committees

On-going advisory committees, comprised of higher education faculty and school district personnel, provide suggestions and react to proposed changes in Connecticut certification regulations. New certification regulations, currently before the Connecticut legislature for adoption, require the demonstration of competencies, rather than mandate courses in specific areas. The three certification levels: initial, provisional, and professional, will remain, although the length of time for the initial and provisional will change to reflect changes in BEST.

Analysis and Conclusion

In 1986, Connecticut implemented significant changes in education policy for K-12 public schools, in teacher preparation program approval, and in certification requirements. Just as the impetus for convening a commission or panel varies, the success of implementing recommendations also varies (see Table I). Mazzoni's "core concept of arena shift" (p. 131) explains the success of the Governor's Commission on Equity and Excellence in Education, which occurred at a time of budget surplus in Connecticut and national reports which focused on the need for educational reform.

Since that time, pressures for change have influenced major arena shifts on two occasions (Commission on Educational Excellence for Connecticut, and the Educational Improvement Panel). Formed as a result of pressure from the business community, the Commission on Educational Excellence for Connecticut did not lead to the implementation of substantive policy initiatives. Its complex charge, its size, the fact that no additional funds were available to support education, and perhaps most important, the fact that most members of the public did not see a need for major state directed education reform, help explain the commission's failure.

As Mazzoni identified, “judicial intervention can on occasion invalidate an entire policy structure and require responsible officials to seek a new solution” (p. 132). Although there was “judicial intervention,” the legislation enacted as a result of recommendations made by the Educational Improvement Panel has not satisfied the plaintiffs, as evidenced by their return to court.

Since 1986, refinements in educational policy have occurred at the subsystem level with the assistance of advisory committees. These refinements have been informed by new research in the areas of teacher preparation, teacher induction and student assessment. There is a clearer articulation of what students in Connecticut public schools should know and be able to do.

Mazzoni’s revised model helps explain the development of educational policy in Connecticut. The lessons learned as a result of the 1986 Education Enhancement Act, and the work currently underway in revising the initiatives of that time, focus on the importance of teachers becoming reflective practitioners. Connecticut is, therefore, continuing to “sustain and refine...initiatives in ways that will best serve the public good” as recommended by Darling-Hammond & Berry (1988, p.75).

As a result of the experiences prior to and following the Connecticut Enhancement Act, the following lessons have been learned.

1. While money was used at the outset, a state does not have to give financial incentives to involve veteran teachers in the induction and professional development of beginning teachers. Creating a high stakes induction program, with continued certification contingent upon success; requiring district committees to select and approve the veteran teachers who will serve as assessors, mentors and cooperating teachers, and including high quality professional development and formal recognition for the participating veteran teachers, contributed to the success of the induction program.
2. Involving Connecticut educators, public school teachers and higher education faculty, in the development of the teacher induction program, contributed to the continued support of the program in school districts and the legislature.
3. Applying new standards to the induction of beginning teachers did not threaten veteran teachers. In fact, their involvement as mentors and assessors contributed to their sense of ownership of the induction process.
4. Although some policy reforms, developed without the support of the education community (student teachers could only be placed with state trained cooperating teachers, principals were not directly involved in placing mentors with beginning teachers) were met with resistance

reluctant acceptance emerged as the success of the reforms became apparent.

Table I

Connecticut Commissions
1984 - 1996

<u>Name</u>	<u>Created By</u>	<u>Year</u>	<u>Impetus</u>	<u># Members</u>	<u>Charge Given By</u>	<u>Members Selected By</u>	<u>Time-line</u>	<u>Results</u>
Governor's Commission on Equity and Excellence in Education	Governor William A. O'Neill	1984	State Surplus	17	Governor	Governor	8/16/84- 6/85	Education Enhancement Act (1986)
Commission on Educational Excellence in CT	Legislature	1992	Business	43	Public Act	According to Legislation	8/1/92- 1/31/94	No specific legislation
Education Improvement Panel	Legislature	1996	CT Supreme Court Action	22	Governor	According to Legislation	8/1/96- 1/31/97	Legislative Action

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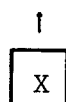
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